



Factors affecting reading Comprehension in Cebuano and English Language Texts

Menchie Alo Labrigas

College of Teacher Education, Bohol Island State University Clarin Campus, Philippines
Email: menchie.labrigas@bisu.edu.ph

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Abstract— *The main objective of the study was to determine the factors affecting reading comprehension in Cebuano and English language texts of Grade Six pupils in School X, School Year 2019 – 2020 with the end view of proposing an action plan to improve students' reading comprehension in English language. The researcher utilized descriptive – survey research design. There were two sets of instruments, one was a reading comprehension test and the other was a survey questionnaire. As used in the study, intrinsic factors include motivation, reading style, attitude, and physical condition. In addition, extrinsic factors include teachers, family members, peers/classmates, and environmental condition. Based on the result, the respondents fall in the inferential level of reading comprehension in both languages. Among the intrinsic and extrinsic factors, motivation has greatly influenced respondents' reading comprehension in both languages. Moreover, there was no significant difference between respondents' reading comprehension in both languages. In Cebuano and English texts, there was no significant difference between factors affecting their reading comprehension. Moreover, results showed that respondents' level of reading comprehension in Cebuano was higher than their reading comprehension in English texts. Hence, an action program was proposed to improve respondents' reading comprehension in English language.*

Keywords— *reading comprehension, language, intrinsic, extrinsic*

I. INTRODUCTION

Reading is one of the most important skills in English that an individual must need to master. It serves as a gateway to every learner to learn different subjects or lessons (Umali, 2013). Reading will not be a complete experience without comprehension and only when students comprehend that they benefit cognitively from the printed materials. It is a complex, purposeful, interactive, comprehending, and flexible activity that takes considerable time and resources to develop. Reading is rapid, which implies that readers should keep a good flow of information at a sufficient rate to build connections and create inferences vital to comprehension (Bojovic, 2010). Also, comprehension is the goal of reading, but it can be the most difficult skill to master, especially for non- native English language learners.

Additionally, reading comprehension is defined as the intentional thinking during which meaning is constructed through interactions between text and reader (Harris & Hodges, 1995). The meaning of the text resides in the intentional thought processes of the reader with such that meaning is influenced by that reader's prior knowledge and experience, and that the message that the writer intends to convey may or may not be the same as to the reader. Then, there is a relationship between the text and the reader. Fundamental reading skills such as identifying, understanding, and drawing inferences and evaluation are some reading skills that are needed for good reading comprehension. To establish the reader's capacity to comprehend, he must be able to manifest all these skills when presented with texts.

Significantly, Ronda (2012) cited that it is vital to assess the reading capability of students because reading is the foundation of all academic learning. If a pupil fails to master basic reading skills at the outset, it will be a constant struggle for a pupil to get through other disciplines successfully; thus, depriving the pupil of the chance to become literate and productive individual. This would mean that students' reading with comprehension should be well monitored by teachers or administrators because a strong foundation of good reading comprehension is a gateway to learn other aspects in academic fields.

On the other hand, when reading second language texts, readers cannot completely separate themselves from their cultural context where they rely on the knowledge source constructed from their home society to interpret the meaning of linguistic information of the target language (Hinke et al., 1999 cited in Lin, 2009). This may signify that reading comprehension is greatly affected by the foundation that learners have in their mother tongue. The interpretation of texts may differ when learners are given local and second language texts, depending on the intellectual and conversational use of those languages.

More so, Upton and Thompson (2001) suggested that many second language readers use the local language for more than just mental translation. It appears the local language is often used to think about and process what is being read in the second language texts; that is, these readers are doing more than just translating. While mental translation - the reprocessing of second language words, phrases, or sentences into local language forms - occurs frequently, many second language readers also appear to tap their local language to help them wrestle with and reflect on meaning as they read a second language text. Then, there is an interrelated function of reading comprehension in local and second language texts.

In the Philippines, the curriculum includes the Mother-Tongue Based Multilingual Education. This aims to develop among the young learners' awareness and appreciation of their own culture (Pado, 2012). When the learners reach fourth grade, a pressure to be fluent readers and instant exposure to English language texts become a challenge. In addition, the latest Programme for International Student Assessment (PISA) results revealed that the Philippines scored below the average of participating Organization for Economic Co-operation and Development (OECD) countries. Education Secretary Briones emphasized that it is on the failure of the government to spend portions of its domestic product for education which resulted the current quality of education in the country (Ciriaco, 2019).

Moreover, an associate professor at De La Salle University said that youth's reading proficiency in their own language is rapidly declining and the sad part is they did not notice it (Reyes, 2018). If the students taught in Cebuano continue to be losing such reading proficiency, then the generation may not be able to enjoy reading texts in their own language. Also, the researcher is motivated to know if learners nowadays are building good reading comprehension in both languages since there is already an implementation of Cebuano language on primary levels and English language on intermediate levels in education. Based on the foregoing statements, the researcher is motivated to determine the factors affecting reading comprehension in Cebuano and English language texts.

This study is intended to determine factors affecting reading comprehension in Cebuano and English language texts. In order to help the researcher in the explanation of the variables and later in the analysis and interpretation of data, theories on Schema, Threshold, and Proposition relative to reading comprehension are utilized. Each of these will be discussed in detail in the succeeding paragraphs.

Schema theory states that all knowledge is organized into units. Within these units of knowledge, or schemata, is stored information (Anderson, 1970). Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from text (Rumelhart, 1980 cited in Seymour, 2017). This would imply that comprehension requires what students previously know so as to achieve learning comprehension. Students' schema can be applied while reading texts, hence, it is a great help to improve reading comprehension.

Needless to say that one's schema brings opportunities of development in knowledge. Huxley (2010) infers that every man who knows how to read has it in his power to magnify himself, to multiply the ways, in which he exists, to make his life full, significant and interesting. Learning to read with comprehension makes life more meaningful, more purposeful, and more well-informed.

Further, Carrel and Eiserhold (1983) cited in the study of Babashamsi (2013) elaborated that reading comprehension operates in two directions, from bottom up to the top and from the top down to the bottom of the hierarchy. Bottom-up processing is activated by specific data from the text, while top-down processing starts with general to confirm these predictions. These two kinds of processing are occurring simultaneously and interactively, which adds to the concept of interaction or comprehension between bottom-up and top-down processes.

A fundamental tenet of schema theory assumes that written text does not carry meaning by itself. Rather, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. This previously acquired knowledge is called the readers' prior knowledge and the previously acquired knowledge structures are called schemata (Shuying An, 2013). The reading comprehension affects how students construct meaning from the texts and how proficient they are in the use of language. The background knowledge is then essential in putting meaning to language texts which is necessary in achieving good reading comprehension.

Another theory is the Threshold Theory by Cummins (1981), in which the relationship between cognition and bilingualism can be best explained by the idea of two thresholds. Each threshold is a level of language competence that has consequences for a child. The first threshold is a level for a child to reach to avoid the negative consequences of bilingualism. The second threshold is a level required to experience the possible positive benefits of bilingualism.

Cummins elaborated that children taught through a second language most of the time fail to develop sufficient competency in their second language. This is because children are not allowed to develop competency in their first language. Therefore, it suggests that a child's literacy competency in second language is partly dependent on the level of competence already achieved in the first language. The more developed the first language, the easier it will be to develop the second language. In reading comprehension, it would imply that a child's level of reading competency in the mother tongue should come first before proceeding to the next level of competency in reading second or third languages.

These views explain that one's schemata will enable the reader to read and comprehend texts in both Cebuano and English texts. LearningRX, an online brain training program, emphasizes that reading comprehension is the ability to understand what is read, where words have context and texts have meaning. Reading comprehension then allows students to read and understand texts in a deeper sense of understanding which may lead to a fuller development of learning because whenever presented with texts in two languages, the students may still be able to comprehend because of the "thresholds."

Once students have established a literate base in their first language, they should be able to transfer knowledge and skills gained in that language to reading in a second language as long as they are adequately exposed

to the second language and motivated to acquire it (Cummins (1976) cited in Pado (2012)).

Further, the Proposition Theory (Gunning, 1996) suggests that readers construct and reconstruct structures of information in their heads as they read. This represents the reader constructing a main idea or macro structure as he/she processes the text. As students read, they transform texts into ideas or details which can be combined, deleted and integrated to form a macro-structure. The macro-structure is a running summary of the text. The propositions are organized according to their relative importance in a hierarchy. Hence, there is a continuous process of transforming texts into ideas as readers continue decoding the printed texts. Readers construct main ideas and these ideas are organized into hierarchical pattern with the most important ideas as the highest ideas to remember.

Aside from the theories cited, this present research is based on two legal provisions. Article XIV, Section 2, paragraph 1 of the 1987 Philippine Constitution stated that the State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society. In addition, Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, Section 5 which states that the curriculum shall adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE) and the curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. This kind of improvement in the educational system opens a gateway for students to appreciate the native language and to use it as a foundation to learn other useful languages.

The learning area/nomenclature of Integrated Language Arts Mother- Tongue Based, Filipino, and English from Grades 1-6 is the development of literacy and numeracy skills and learning of concepts first in the Mother Tongue from Grades 1-3 and later transfer to second language (Filipino and English). This is with the inclusion of reading comprehension in which a national program entitled Every Child A Reader Program (ECARP) supports the thrust of the department to make every student a reader and writer at his/her year level. It also supports the attainment of Education For All (EFA) targets.

In the article entitled Binisaya Instruction: Facing the MTB-MLE Challenges Head-on, Esalit (2017) cited that minority language students gained literacy in their first language experienced with higher academic achievement compared to students who learned in a second or third language. The article further supports the learning of first

language as the key to the acquisition of second and third languages. A need for a good foundation in the first language is essential to establish a good step in learning second or even third language. This can be interrelated with reading comprehension, since reading requires a strong foundation of the language that is necessary for comprehension.

DepEd orders that under the K to 12 Curriculum, the teaching of reading in Grades 1 to 3 must be in this order: reading in mother tongue, Filipino and English. Albano (2019), in a study, showed the importance of letting children learn to read in the Mother Tongue before they could learn to read in other languages. The educational curriculum is highlighting the necessity for students to be proficient in the native language so as to be equipped in the next step of learning other languages.

Furthermore, Thonis (1970) cited in the study of Barnitz (1985) supporting the position that literacy is best acquired in the mother tongue and that Spanish children, taught to read in their native language, were able to transfer literacy skills to the second language, English. Literacy, referring to reading comprehension, would entail that the Spanish children were able to achieve reading proficiency since there was a successful transfer of skills from first language to second language. Similarly, Spanish-speaking Cuban-American children in Miami schools had higher English reading test scores if they were exposed to literacy instruction in Spanish, the first language (Friedenberg, 1983 cited in Barnitz, 1985).

More importantly, Cummins (1981), who supports a common underlying proficiency model of bilingual proficiency, asserted that experience with either language can promote the development of reading proficiency underlying both languages, given adequate motivation and exposure to both, either in school or in the wider environment. This would mean that students should be motivated to exercise their reading skills not only in school but also at home or in their immediate community. Also, more of comprehension activities must relate to political or economic realities so as students would be more engaged in the environment.

To emphasize, Iqbal et al. (2015) on his study *Factors Responsible for Poor English Reading Comprehension*, concluded that there are many key factors which affect reading comprehension. These key factors include: poor mastery over vocabulary, habit of cramming instead of learning and understanding, mission is to pass the examination not to develop skill, weak sentence structure and tenses, not using the tricks to infer the meaning from context, no habit of reading the newspapers, articles, novels and other books, and a lack of interest from

both sides: from teachers and students in developing the skill. Given these factors, students should be taught varied reading strategies and skills so as students can write, utter, and understand well-structured and meaningful sentences. It requires an amount of vocabulary, written model, and prior knowledge to attain good reading comprehension.

Moreover, Cook (1999) opines that the second language knowledge that is being created in the reader is connected in all sorts of ways with his or her local language knowledge. This would mean that part of reading comprehension on second language text is the connection of the building blocks of learning in the local language text. The level of students' reading comprehension may vary on the language used in the texts. Hence, factors must be identified first to create more relevant and improved learning activities for the students' reading comprehension in Cebuano and English language texts.

Meanwhile, Houghton's *Impacts of Intrinsic and Extrinsic Motivation on Reading Achievement of First-Grade Students* (2015) discussed that learners are not either motivated or unmotivated in the realm of reading, but rather, display types of motivation. This would mean that to become better readers, learners need to be motivated to read. Houghton also added two types of motivation: intrinsic and extrinsic. She elaborated intrinsic motivation as a promotion to lifelong, voluntary reading, while extrinsic motivation as a reward or recognition in reading instead of learning forms texts. This would imply that learners who are intrinsically motivated become engaged readers and extrinsically motivated learners become unengaged readers.

On the other hand, Yang's study on *Factors Affecting Learning Strategies in Reading Comprehension* (2016) elaborated that individual factor such as motivation, reading style, attitude, and other factors affect the improvement of learners' reading competence. From the views presented above, the researcher came up with two main factors: intrinsic and extrinsic factors.

In this study, intrinsic factors would include motivation, reading style, attitude, and physical condition. Motivation in reading requires an intensive drive that learners have to consider whenever they decide to read. For instance, students who read for pleasure and employing strategies to support their comprehension are highly motivated readers (Ahmadi, 2013). Students of such kind usually consider reading to be an important factor in their daily activities, accept challenges in the reading process and are likely to be successful readers.

One's reading style is necessary because it helps the readers make decision on the most comfortable and useful pattern in reading and understanding texts, as well

as doing such with maximum efficiency (Chen, 2018). Reading styles vary from one individual to another. These are those who start from the title then read only the first sentence. Some would read only when they are familiar with authors. Still others read in close details. These are just some of the reading styles that are considered in this study.

Another intrinsic factor is the attitude in reading. This refers to the positive or negative perception in reading which causes a learner to approach or avoid a reading situation (Alexander & Fuller, 1976 cited in Avallone, 2005). Indeed, one's attitude in reading matters. If positive, these students delight in reading activities provided by their teachers and parents in school and at home respectively. Some manifestations of positive attitude towards reading include engaging a book more than playing computer games and talking about other books to read. Negative attitude towards reading is shown when reading is considered as a boring and unproductive activity.

The last intrinsic factor used in the study is the physical condition. It covers learner's physical ability and condition that may or may not affect reading comprehension. According to Hermosa (2002), factors that affect reading are both physical and physiological. Functions such as vision, hearing and thought are possible only through the organs of the body. Hermosa also emphasized that a child who is ill is not able to do well in school. Physical inadequacies may result in lowered vitality, depletion of energy, slower physical development and therefore, mental retardation. Hence, physical condition as used in this study also specifies to the current mood, emotional stability, and physical temperature of the learner. Provided that varied physical concerns while reading may happen, these may or may not affect the learners' comprehension in reading.

Aside from the intrinsic factors mentioned, there are also extrinsic ones. These include teachers, family members, peer or classmates, and the environmental condition. Teaching reading in a class of diverse learners requires considerable knowledge and skill. The teacher must be able to tap a considerable personal knowledge base to effectively motivate and guide each learner (Darnell, 2002). This means that teachers should endeavor to motivate the learners to read more, especially one on reading with comprehension.

Not only do teachers have a crucial role in developing students' reading comprehension, parents do too. Parents' involvement refers to the number of contacts with children, quality of interactions, participation in children's school activities, and home activities (Izzo et

al., 1999 cited in Chiu & Ko, 2006). In this study, parents' involvement in home literacy activities is focused. The home reading activities may include but are not limited to taking child to the library, sharing reading and providing reading materials. Parents may also make decisions about schools but the activities in this context are reliant to the teachers and perhaps peers.

Student learning may also be affected by extensive peer interactions and relationships associated with a range of adolescent behaviors and long term academic outcomes (Fujimoto et al., 2012 cited in Cooc & Kim, 2016). The extent to which peers matter relative to other family and school inputs is important for educators in addressing disparities in reading achievement and designing appropriate reading practices.

Students live and grow in several different environments, and each environment has a strong influence on student desires and abilities to learn. Environments include the student's home environment, school environment, and social environment. Each of these environments can affect a student's reading (Caldwell et al., 2009). Then, environmental condition as used in the study refers and limits to the sound, reading materials and school or room set-up that can influence the learners' continuity in achieving comprehension in reading selections. When the ambiance is suitable to the reading activity, the learners will be able to process information successfully. In contrast, when the milieu for reading is messy, noisy, and dark, then no learner will be able to develop reading comprehension in such setting.

Indeed, reading comprehension is a complex process that requires different building-block skills. Understanding what a person read is the result of three levels of skills: literal comprehension, inferential comprehension and evaluative comprehension (Basaraba, 2013 cited in Maghanoy et al., 2017). The study utilized Westwood's (2008) classification according to the level of thinking involved: literal, this is reading the lines; inferential refers to reading between the lines; and, evaluative, that is reading beyond the lines.

In the study of Anggot et al. (2014) on Reading Comprehension Abilities of Selected Grade Six Pupils in English and Filipino, the three levels of reading comprehension are intensively stated. For the literal level, this focuses on reading the passages, hearing the words or viewing the images. It involves identifying the important and essential information. With guidance, students can distinguish between the important and less important ideas. Literal comprehension focuses on ideas and information which are explicitly stated in the selection. A simple task to literal comprehension may be the recognition or recall

of a single fact or incident. A more complex task might be the recognition or recall of a series of facts or the sequencing of incidents in a reading selection.

The second level of reading comprehension is the inferential level that focuses on shifts to reading between the lines, and looking at what is implied by the material under study. It requires thinking and imagination beyond the printed page; illustrated by inferring supporting details and main idea, sequencing, comparing, examining cause-effect relationships and character traits, predicting outcomes, and interpreting figurative language (Barrett, 1972). The third level of reading comprehension is the evaluative level. This level is reached when understanding at the literal and interpretive levels are combined. Also, the readers reorganize and restructure ideas to express opinions. In essence, evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, or probability of occurrence based on the literary texts, whether these materials are in Cebuano and English.

The study utilized flash fiction as one of the tools in identifying learners' reading comprehension level. Sustana (2019) emphasized that flash fiction is a fictional work of extreme brevity that still offers character and plot development. It is also known as sudden fiction or micro fiction, which sets under 1,000 words long. Sullivan (2019) emphasizes that flash fiction allows readers to use their imagination and fill in some gaps in their mind. This can even be more effective than putting everything out, as the reader will make the story more personal and meaningful through imagination of the details. Hence, the researcher decided to utilize three flash fictions in both Cebuano and English language as one of the instruments to measure respondents' level of reading comprehension.

In relation to related studies, theories, and views from difference sources, the researcher aims on determining the factors that affect the reading comprehension on Cebuano and English language texts of Grade Six pupils in School X. This study can be a reference to teachers or school administrators as a way to enhance pupils' reading comprehension on both languages.

II. OBJECTIVES OF THE STUDY

This study aimed to determine the factors affecting reading comprehension on Cebuano and English language texts in Grade Six pupils of School X for the School Year 2019-2020. Further, this would answer the current reading comprehension level of the respondents, intrinsic and extrinsic factors that affect their reading comprehension, and significant difference between the intrinsic and extrinsic factors on respondents' reading comprehension in Cebuano and English language.

III. METHODOLOGY

To achieve the purpose of the study, descriptive-survey research design was used. The study was conducted at School X in Bohol, Philippines. On the other hand, the Grade Six pupils of School Y in the same town were the researcher's respondents for the pilot testing. The abovementioned elementary schools are public non-sectarian schools. These students were officially enrolled in the School Year 2019-2020. The first section (Section - Jade) had 21 male and 16 female pupils. The second section (Section - Amethyst) had 18 male and 19 female pupils. Hence, there were 74 respondents of this study, 39 males and 35 females. In addition, the 6th grade pupils in School Y were the researcher's pilot test respondents. The said grade level had one section, having 17 male and ten female pupils. There were 27 respondents for the pilot test of the study.

Additionally, a researcher-made reading comprehension test was used to determine the level of respondents' reading comprehension. The researcher-made reading comprehension test was pilot tested to evaluate and improve the quality of the research tool. The level was measured in terms of: literal, inferential, and evaluative. The students were given three flash fictions for Cebuano language and three flash fictions for English language. The Cebuano language flash fictions have these titles: (1) Nganong ang mga Karpa Nagpuyo sa Lim-aw by Huni-huni; (2) Naay Bagyo, Mangadam Ta! by Huni-huni; and (3) Ang Bili sa Piso by Huni-huni. The English language flash fictions have these titles: (1) Wailing Well by Kelly Hashway; (2) Leaving Her Mark by Liana Mahoney; and (3) Heroes in the Sky by Kelly Hashway. These flash fictions were taken from online reading websites that specify reading comprehension test for 6th Grade level learners (<http://www.huni-huni.com/> and <https://www.superteacherworksheets.com/6th-comprehension.html>).

A 10-item test was attached in each Cebuano and English language flash fiction. A Table of Specifications was prepared and a set of questions were constructed based on the three levels of reading comprehension. The questions were checked by the adviser and were also pilot tested. Another researcher-made questionnaire was given to determine the factors that affect pupils' reading comprehension. The researcher-made survey questionnaires were also pilot tested.

In developing the questionnaire, the researcher looked for inspiration in Houghton's Impacts of Intrinsic and Extrinsic Motivation on Reading Achievement of First-Grade Students and Yang's study on Factors Affecting Learning Strategies in Reading Comprehension. The researcher combined those ideas and constructed two main factors in reading comprehension: intrinsic and

extrinsic factors. Motivation, reading style, attitude, and physical condition were considered as intrinsic factors.

On the other hand, extrinsic includes teachers, family members, peers/classmates, and environmental scale of 1 to 3, indicating 1 as disagree; 2 as neutral; and 3 as agree.

For the procedure of the study, the respondents for the pilot test were given an option to participate or withdraw. For those respondents who agreed to participate, an Informed Consent Form was given. The form would ask for their signatures and would require them to inform their parents and affix their parents' signature for approval. Moreover, the pilot test was conducted at School Y. It was to point out any problem with the test instructions, in some instances may be the format or typographical errors or issues.

For the actual respondents of the study, the same informed consent form was given. After that, a two-day actual distribution of the reading comprehension test and survey questionnaire was done to the Grade Six pupils of the said school. On the first day, the pupils answered Cebuano language reading comprehension tests and Cebuano survey questionnaires. On the following day, the pupils answered English language reading comprehension tests and English survey questionnaires. After all the tools have been answered by the respondents, the researcher gave some refreshments as a way of appreciation for their cooperation and participation in the study. The researcher also explained the content in a most comprehensible manner to avoid questions or confusions from the respondents. The researcher neither imposed nor obliged all the respondents to participate in the study. If there were statements that differ from the participants' point of view or principles, the participants were told that they may not answer if they wish to do so.

The participants of the study were informed that the invitation for participation was purely voluntary, which would imply that they may withdraw or decline the invitation. The participants may withdraw the participation if it may be because of health issue, comfortability of the topics or for personal reasons. The answers of the

condition. It has 10-item survey statements in each factor in reading comprehension in Cebuano and English language texts. The responses were determined based on a

participants would not affect their previous, current, or future grades/scores in all subjects. The researcher also noted that there was no compensation or payment upon participation in the research study. The researcher assured that the respondents' responses would be treated with an adequate level of confidentiality. The responses would be kept with full respect and privacy. The researcher made sure that the respondents fully understood the Informed Consent Form before the conduct of the study. The whole process of the study was done with full transparency.

Moreover, to determine the levels of the pupils' reading comprehension using Cebuano and English language texts, the frequency and percentage distribution was utilized. To determine the difference between the respondents' reading comprehension level on Cebuano and English language, the t-test for independent samples was utilized. Additionally, to determine the difference among the factors that affect the respondents' reading comprehension, the One Way Analysis of Variance (ANOVA) was used.

On the other hand, with regard to the scope and limitations, the study focused on factors that affect reading comprehension in Cebuano and English languages. Two general factors were considered in this study: intrinsic and extrinsic factors. On the intrinsic factors, the study limits to motivation, reading style, attitude, and physical condition. On the external factors, the study limits to teachers, family members, peers/classmates, and environmental condition as factors that could affect respondents' reading comprehension. The factors indicated in the study were purely based only on respondents' perception in relation to the reading comprehension in Cebuano and English languages. The researcher did not go through more factors due to constraints of time and resources. Research-made tools were utilized in the study and there were no personal interviews on the respondents before, during, and after the conduct of the study.

IV. RESULTS AND DISCUSSION

Table 1. Respondents' Level of Reading Comprehension in Both Languages

N=61

Range Score	Description	Cebuano Flash Fiction		English Flash Fiction	
		f	%	f	%
8-10	High	23	37.7	5	8.2
4-7	Average	38	62.3	40	65.57

0-3	Low	0	0	16	26.23
Average Score			7.04	5.12	
Description			Inferential	Inferential	

Table 1 presents the respondents' level of reading comprehension on Cebuano and English languages. There are 38 respondents who scored 4-7 points when tested on their reading comprehension of Cebuano printed texts. Twenty-three or 37.7% scored within 8-10 points indicative of a high reading comprehension level in Cebuano language. None of the respondents scored 0-3 points.

On the other hand, there are 16 respondents who scored 0-3 points when tested on their reading comprehension of English printed texts. They are considered readers in the literal level. Forty or 65.57% of the respondents scored within 4-7 points indicative that they are in the inferential level when presented with texts in English language. Five or 8.2% scored within 8-10 points indicative of evaluative level of reading comprehension in English language. It can be gleaned from the table that the respondents have lower reading

comprehension, average (5.12) when they were presented with English language texts. In fact, 16 of the respondents did not make it to the 50% of the total number of points. Their reading comprehension in Cebuano was at 7.04.

The result supports Threshold Theory in which the literacy competency in second language is partly dependent on the level of competence already achieved in the first language (Cummins, 1981). It would mean that respondents' level of reading competency in Cebuano has an influence in their reading competency in English language. Also, the influence of respondents' previously acquired knowledge structures or the schemata has an influence in respondents' reading comprehension in both languages (Shuying An, 2013). This would signify the result that all of the respondents fall either in interpretative and evaluative level and none on the literal level which means that they have already progressed and achieved higher comprehension in the first language.

Table 2. Intrinsic and Extrinsic Factors Affecting Reading Comprehension in Both Languages

Factors		Cebuano		English	
		Weighted Mean	Description	Weighted Mean	Description
Intrinsic	Motivation	2.56	High	2.58	High
	Reading styles	2.36	Agree	2.48	Agree
	Attitude	2.39	Positive	2.47	Positive
	Physical Condition	2.35	Agree	2.49	Agree
Extrinsic	Teachers	2.49	Agree	2.55	Agree
	Family	2.50	Agree	2.53	Agree
	Peers/classmates	2.50	Agree	2.56	Agree
	Environmental Condition	2.45	Agree	2.36	Agree
Grand Mean		2.50 – Agree			
Legend: 2.34 – 3.00 Agree		1.67 – 2.33 Neutral		1.00 – 1.66 Disagree	

Table 2 shows the intrinsic and extrinsic factors that affect respondents' reading comprehension in both languages. Based on the result, all of the factors included in the study got a mean of 2.34-3.00 which implies that the respondents agree that such factors contribute or in any way affect their comprehension in both languages. Among the intrinsic factors in both languages, the dominant factor is motivation which has a mean of 2.56 in Cebuano and

2.58 in English. It implies that the respondents consider reading as an important part in their daily activities; hence, they possess high motivation in reading texts. The result supports the study of Houghton (2015) which discussed that learners display types of motivation in the realm of reading. This would mean that respondents possess personal motivation in reading; hence, they aimed reading

texts in both languages to get morals or values in life and to sharpen their reading ability.

In addition, Yang’s study on Factors Affecting Learning Strategies in Reading Comprehension (2016) elaborated that individual factor including motivation affect the improvement of learners’ reading competence. This would imply that the respondents’ motivation, willingness to read and achieve comprehension has the highest influence in their readings in Cebuano and English language texts.

In addition, among the intrinsic factors in both languages, the least in value in Cebuano is physical condition which got a mean of 2.35. Physical condition refers to the physical and emotional well – being of the respondents in reading texts in Cebuano language. Also, it covers reading Cebuano texts when they are feeling well and when they cannot sleep at night. On the aspect of reading English language, attitude ranked the least which got a mean of 2.47. It depicts that respondents read when someone gave them interesting English reading selections. Most of the respondents also agree that reading English texts is for academic improvement.

On the other hand, in the extrinsic factor in Cebuano, the dominant factors are peers/classmates and family members which got a mean of 2.50. It means that the influence of friends and family members greatly contribute on their comprehension in Cebuano language. Peers or classmates entail the respondents reading

Cebuano when in groups and when their friends suggest good Cebuano stories to read. The family members entail the respondents’ family members who serve as their guide in reading Cebuano selections and who encourage them to read more fictional Cebuano selections to enhance reading comprehension. Moreover, in the extrinsic factor in English, the dominant factor is peers/classmates which got a mean of 2.56. It implies that similar to Cebuano, the respondents reading comprehension in English is influenced by the preference and suggestion from friends; hence, the sharing encourages them to read more texts using English language.

Among the extrinsic factors in reading both languages, the least in value is environmental condition in Cebuano which got a mean of 2.45 and a mean of 2.36 in English. It implies that the respondents’ environmental condition, which also refers but is not limited to sounds, readability of reading materials, and school or room set – up can influence the continuity in achieving reading comprehension in both languages.

Hence, combining the intrinsic and extrinsic factors in both languages, the grand mean is 2.50 which shows that the respondents assent on the two sets of factors and that these factors contribute and influence the reading comprehension of respondents in both languages.

Table 3. Difference between the Respondents’ Reading Comprehension Level on Cebuano and English Language Texts

Languages	Mean	Variance	t Stat	t Critical two-tail	Decision
Cebuano	7.03	1.13	7.03	1.98	Reject the
English	5.10	3.49			null hypothesis

Table 3 illustrates that there is a significant difference in the level of reading comprehension on Cebuano and English language texts; hence, the decision is to reject the null hypothesis. The data above show that the variance in English language is higher than the variance in Cebuano language which implies that the data are more spread out from the mean. The scores in English reading comprehension test are more spread out than the scores in Cebuano reading comprehension test. This means that the respondents need to focus and concentrate on their reading of texts in English language.

Moreover, schema theory states that all knowledge is organized into units. Within these units of knowledge, or schemata, is stored information (Anderson,

1970). Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from text (Rumelhart, 1980). This would imply that the respondents’ level of reading comprehension has been greatly influenced by their previously acquired knowledge so as to achieve comprehension in the given texts. Since the mean score in Cebuano language is higher than the mean score in English language, it would serve as the researcher’s basis for providing an enhancement program for the improvement of reading comprehension in English.

Table 4. Difference in Intrinsic and Extrinsic Factors on Respondents' Comprehension in Both Languages

Sources of Variation	SS	df	MS	Computed F	Remarks	Critical Value at 0.05
Column Mean	0.696422	3	0.232141	2.392187	<	2.642213
Error	23.28988	240	0.097041		Insignificant	
Total	23.9863	243			Accept H0	

Table 4 depicts that there is no difference between the intrinsic and extrinsic factors on respondents' reading comprehension in Cebuano and English languages. The result is similar on the study of Houghton (2015) in which intrinsic and extrinsic motivations were elaborated. It was found out that either of the two motivations had an impact on the pupils' reading achievement. In addition, Iqbal et al. (2015) on his study on Factors Responsible for

Poor English Reading Comprehension concluded that students' habit and attitude towards reading, mastery of the language, and teachers' effort and guidance when reading texts are some of the key factors which affect reading comprehension. Hence, both intrinsic and extrinsic factors have contributed and influenced respondents' reading comprehension in both languages, in one way or another.

V. CONCLUSION

Based on the analysis of the findings, it is concluded that the language used in a reading text does matter when establishing respondents' reading comprehension. In the study, the respondents' reading comprehension in Cebuano is better than their reading comprehension in English texts. However, regardless of the language texts, motivation, an intrinsic variable, is the foremost factor that affects respondents' reading comprehension more than any other factors included in the study.

VI. RECOMMENDATIONS

1. Identification of effective English reading comprehension activities to improve students' inferential and evaluative levels of comprehension in reading texts;
2. Engage teachers to varied reading comprehension strategies which they can use in class discussion to enhance students' reading comprehension in English language; and
3. Replication of the study be employed in the future research in both public and private schools in Bohol. However, the use of varied reading comprehension activities depending on the needs of the students is highly encouraged.

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